

Beginning with Fiction

Lesson Preparation

Daily Lesson 8	READING	
	TEKS	Ongoing TEKS
Key Understandings and Guiding Questions	E1.Fig19A,B E1.5B	
Vocabulary of Instruction	<ul style="list-style-type: none"> Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. — What techniques do authors use to help the reader make connections? Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. — How do authors use literary techniques to communicate a message? 	
Materials	<ul style="list-style-type: none"> Inductive reasoning Deductive reasoning Interpretive question Reader's Notebook (1 per student) Writer's Notebook (1 per student) Teacher Reader's Notebook (1) Fictional text (class set) Independent reading text (1 per student) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Handout: Complex Inferences: Using Deductive Reasoning (1 per student) Teacher Resource: English 1 Unit 01 Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Locate Anchor Chart: Reader's Toolbox Make sure each student has his/her Independent Reading text. Continue to read the short story or novel. If you are using a short story, finish the text prior to Daily Lesson 09. If you are using a novel, continue to use it through Daily Lesson 12. Select a section from the text which illustrates strong example of characterization. 	

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	<p>6. Refer to Teacher Resource: English 1 Unit 01 Writing Appetizer, Writing Appetizer #4. Students will independently brainstorm a theme, conflict, and a character from a photograph and quotation stimulus. Some students may need one-on-one or small group assistance to practice this skill. Prepare accordingly.</p>
Background Information	<p>Inductive reasoning - the process of determining general principles by logic or observation from specific data; reasoning from parts to whole (e.g., all ice I've ever felt is cold; therefore, all ice is cold)</p> <p>Deductive reasoning - the process of logical reasoning from general principles to specific instances based on the assumed truth of the principle; reasoning from wholes to parts</p> <p>Complex inference - uses inductive and deductive reasoning</p> <p>Independent Reading is crucial to building lifelong readers. Encourage students to read independently when time allows at the end of class and at home.</p>
Teacher Notes	<p>Independent Reading will be reinforced on various days during the Unit. Strategies and skills will be applied to these texts so that students may transfer and apply their learning in a real-world context.</p> <p>During the Instructional Routine, it is important that you engage in Teacher-Student Conferences concerning what the students are reading. If the students do not have a text, provide high-interest books or suggestions for them. Remember, you are the best reader in the class. Share your knowledge of books with the students.</p>

Instructional Routine

READING

Daily Lesson 8	
Duration and Objective	Suggested Duration: 50-60 min. Content Objective: Students make an inference about a character and prove it through the use of text evidence.
Mini Lesson	<ol style="list-style-type: none"> 1. Writing Appetizer 2. Briefly discuss the value of proof in everyday life. Share examples, such as proving your point if you are trying to convince your parents to extend your curfew or increase your allowance or trying to convince a teacher that you deserve a higher grade on a class project. 3. Transition into the value of proving an inference. Explain to students that when they take what's in the text, connect it with their background knowledge or another part of the text, and draw a conclusion, they are making an inference. 4. Remind students that during the previous lesson, they engaged in inductive reasoning. They identified specific examples in text in order to draw a conclusion or general statement. 5. Share that students will make complex inferences using deductive reasoning, moving from a general conclusion or statement and proving it with specific textual evidence. 6. Reiterate that it's just talk unless there is proof. We all gather ideas about someone or something based on how we have seen them behave. If we see someone lurking around lockers all day and something ends up missing, we can say that based on this lurker's behaviors, he or she may be a prime suspect. Although we can't say that we are 100% sure the lurker is guilty, we can determine that he or she should be looked at further. Ask: Can anyone think of a time in your life when this has happened? Discuss responses. 7. Explain that we also need to use this real-world process when we draw inferences about a character in a text. We don't need proof if we are restating what the author has already told us (Example: if the author says the character was downright mean). If, however, the narrator says that the character always wore a scowl and would pull his dog's tail and make him cry when he passed by him, then the reader could draw the conclusion that the character was mean and prove it with the lines from the text. 8. Display and distribute Handout: Complex Inferences: Using Deductive Reasoning. Review briefly with students. 9. Orally read the pre-selected section from the fictional text. After reading, ask an interpretive question: What kind of person is this character in the story? Students should draw a conclusion and make a general statement about the character and record this statement on the Handout: Complex Inferences: Using Deductive Reasoning. 10. Ask: What specific lines in the text help us to draw this conclusion about the character? How can you prove it? Students record direct quotes on their handouts.

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	<ol style="list-style-type: none"> 11. Think Aloud to merge the conclusion and the textual evidence into a short 1-3 sentence statement, answering the question clearly. 12. Discuss with students the use of the chart on Handout: Complex Inferences: Using Deductive Reasoning and the question prompt from their self-selected reading. Instruct students to write an interpretive question about protagonist character in their text, draw a conclusion about the character, and locate evidence from the text to prove it.
Learning Applications	<ol style="list-style-type: none"> 1. Students ask an interpretive question about the character, draw a conclusion, and support it with textual evidence, using the Handout: Complex Inferences: Using Deductive Reasoning. 2. Students write a 1-3 sentence statement, answering the question clearly. 3. Students engage in independent reading. 4. Engage in Teacher-Student Conferences to support students and build relationships.
Closure	<ol style="list-style-type: none"> 1. Ask: What is the very best way to prove that your thoughts about your character are true? Students share their responses with a partner and then a few students share with the class. 2. Add Strategies to Anchor Chart: Reader's Toolbox.